



Accessibility Plan

CATEGORY:	Plan
CLASSIFICATION:	Strategic
PURPOSE	Plan detailing the access for all in regard to curriculum, physical access to physical environment and information.
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Distribution: <ul style="list-style-type: none">• Essential Reading for:• Information for:	School governors and staff Students and parents of the school

Accessibility Plan 2017 – 2020



Bridgnorth Endowed School: Accessibility Plan 2017-2020

Section A: Improving Access to the Curriculum

Target	Strategies	Outcomes	Timeframe	Resources
<p>A1. Teachers continue to develop skills to support the students who have differing disabilities.</p>	<ul style="list-style-type: none"> • SENCO/First Aid lead arranges staff training involving information on individual students and conditions including speech and language, ASD support, physical disabilities etc. • Liaison between outside services and SENCO/First Aid lead, disability information disseminated to relevant staff. • SENCO/First Aid lead ensures that new staff have appropriate information and training opportunities • Learning support staff are available to support and mentor students throughout break and lunchtimes and through weekly extra-curricular clubs • All of these students with SEN also have a Person Centred Plan (PCP) that includes details of the needs 	<p>Teaching and support staff aware of student disability and have a greater understanding of disability issues, including those specific to the students that are in attendance</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Subject Person Centred Plans (PCPs) • Mentors and Keyworkers • Training time in L&D calendar • SEN and Medical registers

Target	Strategies	Outcomes	Timeframe	Resources
	<p>and guidance on how these can be met in the classroom</p> <ul style="list-style-type: none"> • Learning mentors support First Aid lead in order to ensure students have full access and teachers are aware of students needs 			
<p>A2. Develop a range of learning resources that are accessible to pupils with different disabilities.</p>	<ul style="list-style-type: none"> • Subject areas to feedback to SENCO/HLTA if any specialist equipment is needed for students in that lesson • Liaison with external agents (e.g. occupational therapy or sensory inclusion) to ensure that the right equipment is sourced specific to a students' needs • SENCO/HLTA to ensure appropriate external exam access arrangements have been made. • Subject leaders and teachers to monitor internal exam access is in line with those outlined by the external assessments • Sensory advice and guidance is followed for individuals as directed by external agents 	<p>Pupils with disabilities have increased access to curriculum materials and are not disadvantaged in examinations. Support is available for students in relation to h</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> -Teaching Assistants -External agencies including CAMHS, Sensory inclusion, Occupational therapy etc. -All teaching staff time -LSAT or specialist teacher qualified to masters level
<p>A3 Teaching staff develop their knowledge of</p>	<ul style="list-style-type: none"> • Teachers to consider learning styles favoured by students with disabilities and plan accordingly. 	<ul style="list-style-type: none"> • Teachers develop and use those teaching strategies which most suit the learning 	<p>Autumn Term 2017 and ongoing</p>	<ul style="list-style-type: none"> • Training Days • TAs qualified to NVQ Level 3

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different teaching and learning styles. Identify suitable professional development opportunities for staff	<ul style="list-style-type: none"> to provide professional development opportunities to ensure high quality teaching, differentiated for individuals 	<p>style of students with a disability.</p> <ul style="list-style-type: none"> Improves attainment for students with disabilities. 		
A4 Disability equality issues are incorporated into the Citizenship curriculum.	<ul style="list-style-type: none"> Heads of House to identify disability equality elements within the Citizenship curriculum and ensure appropriate resources are available to staff. Views on Disability accessibility are taken from the School Council. 	All students have a greater understanding of disability issues.	Ongoing Annually from September 2017	Core/SMSC
A5 To provide training for staff and Governors in disability equality issues, the SEN Code of Practice and needs specific to our students.	Disability equality training, including SEN offered to all - Governors - L&D time	All staff and Governors are advised of the legal and moral obligation placed upon the school to provide, wherever possible, an education that is fully accessible to all students.	Ongoing	<ul style="list-style-type: none"> L&D Time Governor's meeting agenda 2014 Governor's working party for SEN Code of practice implications
A6 When planning school trips involving students with impairment or disabilities the school will make every effort to accommodate	<ul style="list-style-type: none"> The Trip Leader and Director of Business & Finance will undertake a risk assessment relating to any group member with an impairment or disability, making reasonable 	All students with a disability/impairment have the opportunity to take part in a school trip, including those overseas.	Spring term 2017	<ul style="list-style-type: none"> Time to carefully plan the trip to include a detailed risk assessment relating to students

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their needs by making reasonable adjustments in line with the Equality Act 2010	<p>adjustments to accommodate students with disability</p> <ul style="list-style-type: none"> • Any reasonable additional expenditure necessary to accommodate a students with a disability/impairment must be considered. • Amendments to an itinerary, staffing arrangements and transport should all be carefully considered when considering a student with a disability. 			<p>with disability/impairment.</p> <ul style="list-style-type: none"> • Additional cost associated with above student/s taking part in the trip. • Paperwork and procedures in place to ensure consideration in the planning stages of the trip

Section B: Improving Access to the Physical Environment of the School

Target	Strategies	Outcomes	Timeframe	Resources
<p>B1 Ensure that emergency evacuation procedures take account of the needs of students with disabilities.</p>	<ul style="list-style-type: none"> • Identify students and review their needs • Ensure that appropriate planning including places of safety and staff responsibilities have been established. • PEEPs are in place for each individual student identified • Evac Chair training has been delivered to key staff 	<ul style="list-style-type: none"> • Identified students are safe and have a clearly recognised set of procedures in place to meet their individual needs in case of a fire, or other emergencies requiring evacuation. • Staff are able to assist in an efficient evacuation procedure. 	By Summer term 2017	<ul style="list-style-type: none"> • Budget for training to be implemented • Time dedicated to compile individual PEEPs
B2				Within Site Team duties

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Monitor level access to ground floor facilities	Through site inspection ensure that all entrances are accessible and any remedial work carried out effectively	No restriction to entrance and exit of any building on the school site	Ongoing process	
B3 Apply a no cost curriculum planning solution to providing classroom accessibility to students with disabilities	Timetable modified where necessary so that a particular teaching group can be located in rooms with easy access. Lift access to areas where departments are concentrated upstairs.	Where possible pupils with disabilities have full access to teaching areas because, for example they are located on the ground floor.	Ongoing Process	Access to lifts, members of staff are trained to use the 'Evacu chair', for times when the lifts cannot be used.
B4 Provide appropriate furniture / equipment were necessary for pupils with disabilities	DBF plan for the purchase of furniture / equipment to meet the needs of known students with disabilities after meeting with Director of Learning Support.	School is able to respond rapidly in providing appropriate furniture / equipment.	Ongoing process	Subject to need

Section C: Improving Access to Information

Target	Strategies	Outcomes	Timeframe	Resources
C1 To make written information more accessible to students with disabilities and at home	Where appropriate the school plan for the provision of: <ul style="list-style-type: none"> Enlarged resource materials and exam papers 	Students with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats.	Ongoing	LA Sensory Service School TAs

Target	Strategies	Outcomes	Timeframe	Resources
	<ul style="list-style-type: none"> • Enlarged written communication with home • An electronic version of all school / home communication 			